

Glossary

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Academic and professional-technical development: Attainment of educational goals, as determined by data such as standardized achievement test scores, grades on tests, report card, grade point averages, and state and local assessments of academic progress.

Accountability: Responsibility for one's actions, particularly for objectives, procedures, and results of one's work and program; involves an explanation of what has been done. Responsibility for counselor performance, program implementation, and results.

Action plan: How the counselor, or others, intend to achieve the desired result or competency; items in an action plan include domain, standard and competency, actual activity and curriculum, time of completion of activity, data used, means of evaluation, and the expected result for the student(s).

Advisory council: An advisory council is a representation of all elements of the school and community appointed to audit the school counseling program goals and to make recommendations to the department, the administration, and the school board regarding program priorities.

Advocacy: Actively supporting causes, ideas, or policies that promote and assist student academic, career, and personal/social needs. One form of advocacy is the process of actively identifying underrepresented students and

supporting them in their efforts to perform at their highest level of academic achievement.

Appraisal: Evaluation instrument containing competencies, indicators, and descriptors.

Articulation: A process for coordinating the linking of two or more educational systems within a community.

Assessment: A tool used to measure criteria; includes competencies, indicators, and descriptors.

Closing the gap: Refers to the difference in achievement levels generally between privileged students and students of color or low socioeconomic status.

Collaboration: A partnership where two or more individual or organizations actively work together on a project or problem.

Competencies: Statements that define the specific knowledge, attitudes, and skills students should obtain.

Comprehensive school counseling program: An integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and personal/social development that promote academic achievement and meet developmental needs.

Consultation: A process of sharing information and ideas.

Cooperation: Working in conjunction with others in a supportive way.

Counseling: A special type of helping process implemented by a professionally trained and certified person, involving a variety of techniques and strategies that help students explore academic, career, and personal/social issues impeding healthy development or academic progress.

Credentialed: State-certified; may include licensure. Counselors have state certification specific to the state in which they are working. Some states have reciprocity for counseling certification. Some states have licensure as well.

Crosswalk (ASCA National Standards): A matrix used in standards and curriculum alignment. The matrix lists all standards, competencies, and indicators; it makes the alignment visible by showing specifically where each competency is taught developmentally by grade or within a guidance lesson.

Data-driven: Decisions concerning future action that are based on information, survey reports, assessments, statistics, or other forms of data.

Delivery system: The means around which the counseling program is organized and delivered; includes four components: guidance curriculum, individual student planning, responsive services, and system support.

Developmental counseling program: School counseling curriculum based on the developmental age of the student and conducted on a regular and planned basis to assist students in achieving specified competencies.

Disaggregated data: Data separated into component parts by specific variables such

as ethnicity, gender, and socioeconomic status.

Domains: Broad areas of knowledge base (academic, career, and personal/social) that promote and enhance the learning process.

Evaluation: A process used by an individual or group to determine progress or quality; evaluation is a key element in any improvement process.

Foundation: Includes the beliefs, philosophies, mission, domains, and ASCA National Standards and competencies.

Goals: The extension of the mission statement; they provide the desired student results to be achieved by the time the student leaves the school system.

Guidance curriculum: The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies, and is presented systematically through classroom and group activities K-12.

Inappropriate school counseling activities: Any activity or duty not related to the development, implementation, or evaluation of the counseling program.

Indicator: Measurable evidence that individuals have abilities, knowledge, or skills for a specific competency.

Individual student planning: The individual planning component consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

Leadership: Capacity or ability to guide others; counselors use their leadership skills in their department and in their advocacy role.

Life and career development: The necessary skills and attitudes for successful

transition from school to work or post-secondary training or education.

Management agreement: A statement of responsibility negotiated between the principal and counselor that includes office organization, how a program is carried out, and accountability criteria and specific results.

Management system: The management system addresses the allocation of resources to best address the goals and needs of the program. Individual staff responsibilities, accountability, and the cooperation among resource persons responsible for program results are outlined.

Master calendar: A master calendar of guidance events is maintained by the school counseling staff and is distributed to teachers, students, and parents on a regular basis. Planning, visibility, and credibility are enhanced by effective use of a master calendar.

Mission statement: A statement which outlines the purpose or vision of the school counseling program. It is the long-range desired outcome for students. This statement must be compatible with the stated purpose or mission of the school system within which the program operates.

Perception data: These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held, or competencies achieved.

Performance appraisal: Assessment of agreed-upon goals, contributions to the school counseling program, and personal and professional characteristics. Specifies contract status recommendations and indicates summative evaluation of school counselor effectiveness.

Performance evaluation: Auditing the level of guidance and counseling program implementation and status.

Personal and social development:

Maximizing each student's individual growth and social maturity in the areas of personal management and social interaction.

Philosophy: A set of principles guiding the development, implementation, and evaluation of the program.

Process data: Method of evaluation using figures such as numbers of students served, groups, and classroom visits to show the activities rather than the results from the activities.

Professional school counselor: State-certified school counselor (may be credentialed or licensed, depending on the state). Most school counselors have a master's degree in school counseling.

Professionalism: Counselors' responsibility adhere to ethical, legal, and professional standards developed by state and national school counseling organizations.

Program: A coherent sequence of instruction based upon a validated set of competencies.

Program audit: Assessment of the school counseling program on the components of the ASCA National Model [or the *Idaho School Counseling Model*]; the primary purpose for collecting information is to guide future action within the program and improve future results for students.

Program management: Activities that develop, monitor, and evaluate the implementation of the comprehensive school counseling program.

Responsive services: Activities that meet students', parents', and teachers' immediate need for referral, consultation, or information.

Results: Demonstration of learning performance or behavioral change after

guidance and counseling program participation.

Results data: Outcome data; how students are measurably different as a result of the program.

Results report: Written presentation of the outcomes of counseling program activities; contains process, perception, and outcome data.

Standards: The ASCA National Model addresses four types of standards. They are content standards, program standards, performance standards, and ethical standards. Standards are statements of what should be done in each area.

Student success: A broad term for student achievement.

System support: The professional development, consultation, collaboration and teaming, and program management, and operation activities that establish, maintain, and enhance the total school counseling program.

Systemic change: Change affecting the entire system; transformational change; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

Use of data: An essential element to ensure that all students receive the benefits of a school counseling program. School counselors know how to evaluate data from their school site.